

**ENGLISH TEACHER'S STRATEGY TO OVERCOME STUDENTS  
LEARNING DIFFICULTIES IN DISTINGUISHING NOUN AND  
PRONOUN AT SMP NEGERI 3 WANGI-WANGI SELATAN  
KABUPATEN WAKATOBI**



07/01/2022

1 cap  
Smb Alumni

R/0006/1316/22a  
IDR  
e1

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2021**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN

Skripsi atas nama **Indra Idrus**, NIM 105351103616, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 827 Tahun 1443 H/ 2021 M, tanggal 03 Jumadil Awal 1443 H/ 7 Desember 2021 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 17 Desember 2021**.

Makassar, 13 Jumadil Awal 1443 H  
18 Desember 2021 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji:
  1. Dr. Nurdevi Bre Abdul, S.Pd., M.Pd
  2. Uyunnashah Hambali, S.Pd., M.Pd
  3. Hijrah, S.Pd., M.Pd
  4. Maharida, S.Pd., M.Pd

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar

(.....)

Erwin Akib, S.Pd., M.Pd., Ph.D.  
NBM. 860 934





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

**Title** : English Teacher's Strategy To Overcome Students  
Learning Difficulties In Distinguishing Noun And  
Pronoun At SMP Negeri 3 Wangi-Wangi Selatan  
Kabupaten Wakatobi

**Name** : Indra Idrus

**Reg. Number** : 105351103616

**Programmer** : English Education Department Strata 1 (S1)

**Faculty** : Teacher Training and Education

Makassar, 18 Desember 2021

Approved By

Consultant I

Consultant II

  
Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.

  
Farisha Andi Baso, S.Pd., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

  
Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934

Head of  
English Education Department

  
Dr. Umni Khaerati Svam, S.Pd., M.Pd.  
NBM. 977 807



MAJELIS DIKOLITBANG PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

### COUNSELLING SHEET

Title : English Teacher's Strategy to Overcome Students Learning Difficulties in Distinguishing Noun and Pronoun at SMP Negeri 3 Wangi-wangi Selatan Kabupaten Wakatobi  
Name : Indri Idrus  
Student's ID : 105351103616  
Department : English Education  
Department Faculty : Teacher Training and Education  
Consultant I : Dr. Nurdevi Bte Abdul S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
9/10/21	1-5	- Instruments for teacher - Instruments	[Signature]
	1-5	Interview teacher	[Signature]
14/10/21	1-5	All	[Signature]

Makassar, September 2021

Approved by, Head of English  
Education Department



14-10-2021  
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807



MAJELIS DIKHLITBANG PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Title : English Teacher's Strategy to Overcome Students  
Learning Difficulties in Distinguishing Noun and Pronoun  
at SMP Negeri 3 Wangi-wangi Selatan Kabupaten  
Wakatobi  
Name : Indra Idrus  
Student's ID : 105351103616  
Department : English Education  
Department Faculty : Teacher Training and Education  
Consultant II : Farisah Anni Baso, S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
		Revisi chapter III	D.
		Abstract	D.
		Put strategy of teacher	D.
6-10-2021		Add your abstract	D.
6-10-2021		Revisi bibliography	D.
9-10-2021		Acc 1	D.

Makassar, September 2021

Approved by, Head of English  
Education Department



19-10-2021  
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807



## EED-Turnitin® CERTIFICATE

No. 160878135

This is to certify that literature

ENGLISH TEACHER'S STRATEGY TO OVERCOME STUDENTS LEARNING DIFFICULTIES IN DISTINGUISHING  
NOUN AND PRONOUN AT SMP NEGERI 3 WANGI-WANGI SELATAN KABUPATEN WAKATOBI

From author/researcher

MUBRILICUS

ID: 10555110616

has submitted the Turnitin report with detail below:

Originality Report	
Similarity Index	Uniquity Score
0%	100%

checked and issued by English Education Department, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Makassar

Makassar, 29 Rabiul Awwal 1443 H

26 October 2021

Head of  
Education Department

Amnuzulhasanati Syam, S.Pd., M.Pd  
NPM.1977.2019





الله أكبر

STATEMENT LETTER

I, the undersigned below:

Name : Indra Idrus

NIM : 105351103616

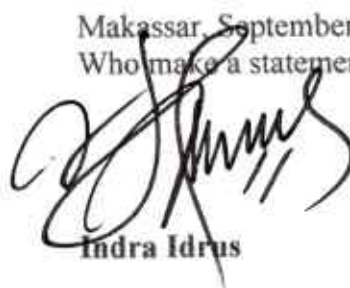
Major : English language education

Thesis title : English Teacher's Strategy to Overcome Students  
Learning Difficulties in Distinguishing Noun and  
Pronoun at SMP Negeri 3 Wangi-Wangi Selatan  
Kabupaten Wakatobi

I hereby declare that the thesis that I submit in front of the examiner team  
is my own work and not the creation of others or made by anyone.

Thus this statement I make and I am wasing to accept sanctions if this  
statement is not true.

Makassar, September 2021  
Who make a statement



Indra Idrus

الله أكبر

**AGREEMENT LETTER**

I, the undersigned below:

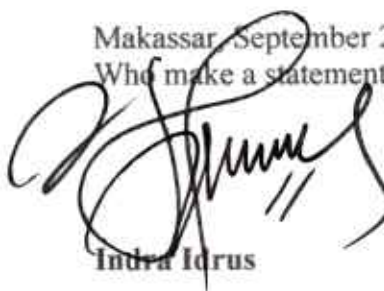
Name : **Indra Idrus**  
NIM : **105351103616**  
Major : **English language education**  
Thesis title : **English Teacher's Strategy to Overcome Students Learning Difficulties in Distinguishing Noun and Pronoun at SMP Negeri 3 Wangi-Wangi Selatan Kabupaten Wakatobi**

Hereby declare the following agreement:

1. Starting from the preparation of the proposal to the completion of this thesis, I was written my own thesis (not made by anyone).
2. In compiling the thesis, I was always consult with the supervisor who has been appointed by the faculty leader.
3. I was not do plagiarism (plagiarism) in writing the thesis.
4. If I violate the agreement as in points 1, 2, and 3, I am wasing to accept sanctions in accordance with the applicable rules.

Thus this agreement I made with full awareness.

Makassar, September 2021  
Who make a statement

  
Indra Idrus



## ABSTRACT

**INDRA IDRUS. 2021.** English Teacher's Strategy to Overcome Students Learning Difficulties in Distinguishing Noun and Pronoun at SMP Negeri 3 Wangi-Wangi Selatan Kabupaten Wakatobi A thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nurdevi Bte Abdul and Farisah Andi Baso

This research was at finding out the purpose of this study is to describe students' learning difficulties in distinguishing noun and pronoun at SMP Negeri 3 Wangi-wangi Selatan, Kabupaten Wakatobi. The subjects in this study were students of SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi. And the object of this research is to find out the teacher's strategy in overcoming students' learning difficulties to distinguish between noun and pronoun. Instruments used to collect data are observation, interviews, and documentation. Data analysis in this study is Analysis (QDA), Data Reduction, and Data Display.

The results showed that the learning difficulties that students experienced were that students' ability to master English was still lacking so that students had difficulties in knowing the types of noun and pronoun. The Covid-19 pandemic is also one of the causes of students experiencing learning difficulties because learning is carried out online and offline. The strategy of English teacher's in overcoming learning difficulties distinguishing between noun and pronoun is to invite students to discuss to find solutions to learning difficulties that students experience, provide opportunities for students to present the material that has been learned during offline learning, make home visits, and create learning videos that can be relearned by students at home.

**Keywords:** *Teacher's Strategy, Learning Difficulties, Noun and Pronoun*

**MOTTO:**

**IT'S NOT ABOUT HOW FASTER AND LONG YOU ACHIEVE THAT  
GOALS, BUT ABOUT HOW YOU WILL BE RESPONSIBLE TO  
IMPLEMENTING WHAT YOU HAVE GOT NOW**



## ACKNOWLEDGEMENT

الحمد لله رب العالمين

Alhamdulillah Robbil Alamin. Deepest gratitude would like to express his highest appreciation to the almighty Allah SWT, Who has given the mercy and blessing for me in completing this thesis. Salam and shalawat to our prophet Muhammad SAW was always be an obligatory deed for considering themselves as ummah of Prophet Muhammad SAW who has brought Islam to our civilization.

Further, the researcher also expresses his beloved parents' deepest gratitude, his father, Idrus H Nurdin and lovely mother Jamiyah H Zainudin for their prayer, motivation, financial and sacrificed for his success, and their love sincerely and purely without time.

The researcher realized that many people have valuable guidance, suggestions, assistance, and advice to complete this thesis to research and write this thesis. Therefore he would like to acknowledge them.

- a. **Prof. Dr. H Ambo Asse, M. Ag**, the Rector of Muhammadiyah University of Makassar.
- b. **Erwin Akib, M.Pd., Ph.D**, the Dean of FKIP UNISMUH Makassar.
- c. **Dr. Umami Khaerati Syam, S.Pd., M.Pd**, the head of the English Education Department of FKIP UNISMUH Makassar, gave her valuable authorities and suggestions in doing this thesis.
- d. The writer most profound and sincere appreciation is due to Dr. Nurdevi Bte Abdul, S.Pd., M.Pd. as the first consultant and Farisah



Andi Baso, S.Pd., M.Pd. as the second consultant who has given their valuable time and patient to support assistance and guidance to finish this thesis.

- e. His greatest thanks to Erwin Akib, M.Pd., Ph.D. as Academic Advisor for the guidance over the past five years.
- f. His greatest thanks to All of Lecturers of FKIP UNISMUH Makassar especially to the lecturers of English Department for their guidance during the researcher studied in University.
- g. His greatest thanks to his Family as a supporting family in all conditions to me.
- h. His greatest thanks to 31 members of Awesome Class as classmates who have given his experiences in developing his character.
- i. His greatest thanks to his friends that could not be written who have given experience in a friendship.

Amen.

Nun, wal-qalami wa ma yasturun

September 2021, Makassar

The researcher

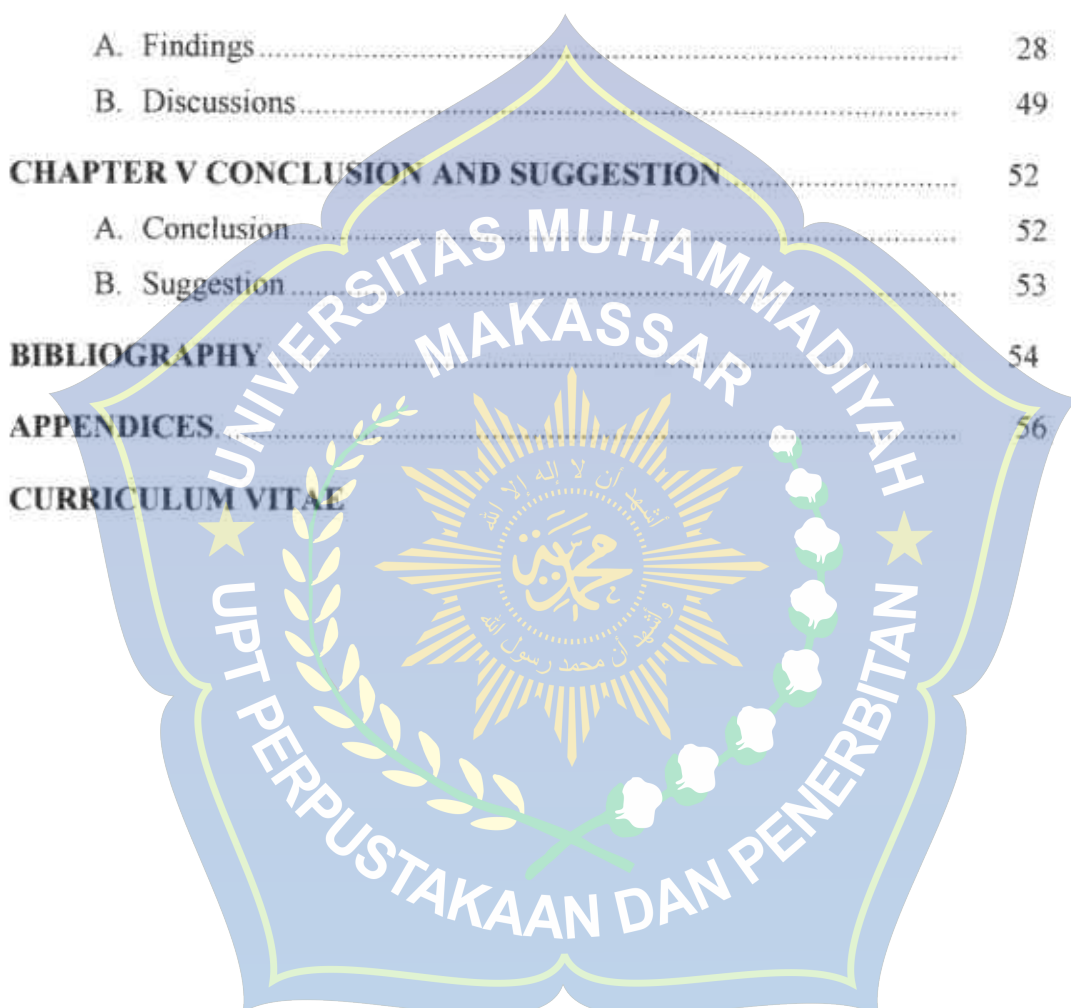


Indra Idrus

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>COUNSELING SHEET</b> .....	iii
<b>STATEMENT LETTER</b> .....	v
<b>AGREEMENT LETTER</b> .....	vi
<b>ABSTRACT</b> .....	viii
<b>MOTTO</b> .....	ix
<b>ACKNOWLEDGEMENT</b> .....	x
<b>TABLE OF CONTENTS</b> .....	ix
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background.....	1
B. Problem Statement.....	4
C. Objectives of The Study.....	4
D. Significance of The Research.....	4
E. Scope of The Study.....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	6
A. Previous Research Findings.....	6
B. English Education Teacher Discussion.....	7
C. Learning Difficulty Theory.....	10
D. English.....	13
E. Pronoun in English.....	18
F. Conceptual Framework.....	22
<b>CHAPTER III RESEARCH METHODS</b> .....	23
A. Research Design.....	23
B. Focus of The Research.....	23
C. Subject of The Research.....	23
D. Research Instruments.....	23

E. Data Collection.....	23
F. Data Analysis .....	25
<b>CHAPTER IV FINDING AND DISCUSSIONS.....</b>	<b>28</b>
A. Findings.....	28
B. Discussions.....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>52</b>
A. Conclusion.....	52
B. Suggestion.....	53
<b>BIBLIOGRAPHY.....</b>	<b>54</b>
<b>APPENDICES.....</b>	<b>56</b>
<b>CURRICULUM VITAE.....</b>	





## LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	22
--------------------------------------	----



## LIST OF APPENDICES

1. APPENDIX A Interview Guide.....	57
2. APPENDIX B Transcription.....	62
3. APPENDIX C Documentation.....	72



## CHAPTER I

### INTRODUCTION

#### A. Background

Learning is the key term, the most vital “key term” in any educational endeavor, so without learning there was never be education. Learning is an obligation for every believer to seek knowledge in order to improve the degree of his life. Learning is an activity that is in progress and is a very basic element in the implementation of every level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students both at school and in their own home or family environment (Muhibbin, 2017).

Learning activities (academic) students at school are expected to learn well, meaning that every student who follows or studies certain subjects (which has been curated) is expected to succeed in follow them, at least the student is able to pass the formulated learning standard. The success of student learning in schools cannot be separated from the role of subject teachers in teaching. Student learning success is influenced by two factors, namely internal (intelligence, talent, interest, personality/emotions) and external (school facilities and infrastructure, teacher support, family support, community and others). (Yuni, 2016).

According to Sudarto (2018) the task of a teacher is very important, which does not only concern cognitive abilities, but also effective and psychomotor abilities. Educators are required to create an educational



atmosphere that is meaningful, fun, creative, dynamic, and dialogical. In addition, educators also have a professional commitment to improve the quality of education and set an example. The teacher's job is to educate, some in the form of teaching, encouraging, praising, punishing, setting an example and others.

Language is a means used by humans to communicate in the form of speech with the interlocutor. Communication was take place well if the language used could be understood by the listener or interlocutor well. Good language is arranged according to the rules of the language used, grammatically correct, and according to vocabulary choices. According to Otto Jespersen, "The essence of language is human activity on the one hand to make himself understood by others, and activity on the other hand to understand what is in the mind of the first person." In a language there are elements that must be met correctly. (Adiana, 2012)

English is the most commonly used language in universal communication. English has become the world's language today, because English has been widely used and used by humans as the world's social language. Statistics show that half of the world's population can speak English. According to Crystal (1997) in (Turere, 2015) in early 2000, around 1.5 billion people in the world used English as the world's language to communicate with each other.

One part of language is grammar itself. This is the most basic science and has an important role in learning English because there are various kinds

of rules to produce good sentences. By studying grammar, humans can communicate well and in accordance with existing rules. One of the most important elements in English grammar is noun and noun. According to May, (2015) a noun is a class of words that express the name of a person, the name of a place, the name of a holiday or holiday. This noun can be used to introduce people, places, or holidays.

Noun and Pro Noun are the most important elements in learning English grammar. Pronoun a heterogeneous class with various sub-classes. Aarts and Aarts (1982) in (Marar, 2016) state that there are eight types of pronoun. The function of personal pronoun is as subject, object, possessive adjective and possessive pronoun in a sentence.

The noun is set together with the verb to form the core of a sentence that is very important in a complete sentence. Based on initial observations during internship, it was found that there were still students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi who had learning difficulties, especially in distinguishing noun and noun. This is caused by several factors including many students who consider noun and pro noun trivial so they cannot distinguish between noun and pro noun because they focus on other learning such as grammar and tenses.

Therefore, researcher was look for the strategy of English teacher's in overcoming students learning difficulties and researcher was focus on learning difficulties in distinguishing noun and pronoun.

## B. Problem Statement

Based on the background of the problem presented, it can be formulated the problem in this study, namely, how are the students learning difficulties in distinguishing noun and pronoun at SMP Negeri 3 Wangi-wangi Selatan, Kabupaten Wakatobi?

## C. Objectives of the Study

The purpose of this study is to describe students learning difficulties in distinguishing noun and pronoun at SMP Negeri 3 Wangi-wangi Selatan, Kabupaten Wakatobi.

## D. Significance of the Study

The expected benefits of this research are:

### 1. Theoretical Benefits

Contribute knowledge and insight about the strategy of English education teacher in overcoming students' learning difficulties in distinguishing noun and pronoun at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi.

### 2. Practical Benefits

The expected benefits of this research are:

- a. For the University of Muhammadiyah Makassar. This research is expected to be useful for other studies in the next period.
- b. For SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi.

Through this research, it is hoped that the school was continue to



provide support and appreciation for the efforts of English language education teachers in overcoming students learning difficulties.

- c. For the author, it is hoped that researcher can increase knowledge about the strategy of English education teacher to overcome students learning difficulties in mastering noun and pronoun at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi.

#### **E. Scope of the Study**

The scope of this research was the strategy of English education teachers to overcome students' learning difficulties in distinguishing noun and pronoun at SMP Negeri 3 Wangi-Wangi Selatan Kabupaten Wakatobi for the 2020/2021 Academic Year. Researcher was limit the research to the difficulty of learning students distinguishing noun and pronoun especially in vocabulary.

## CHAPTER II

### RELATED LITERATURE REVIEW

#### A. Previous Research Findings

Aslamiah (2020) found that learning difficulties are very common in students due to various factors, both internal and external. Internal factors include the ability to perceive, remember, cognitive processes and attention. External factors include the situation outside and before school as well as the situation at school. Learning difficulties in learning English are related to four aspects of skills, namely listening, speaking, reading, and writing. Students who have difficulty in these four aspects such as dyslexia and dysgraphia are likely to have difficulty in learning. For this reason, it is necessary to diagnose students' learning difficulties, by conducting prerequisite tests, diagnostic tests, interviews and observations. After that the results of the diagnosis are analyzed and identified as the basis for developing an appropriate improvement program. Teachers are expected to be able to expand their knowledge about alternative solutions to students' learning difficulties, by studying special Guidance and Counseling books. If the teacher can not handle it alone, the teacher can involve other parties who are more competent.

Muliana (2001) Warmadewa University's Master of Linguistics took part through PKM activities by conducting a training program in the form of online learning on how to speak English so that students have high motivation even in pandemic situations. This is done with the aim of assisting students in improving English language skills Junior swastika ship, ship village, District

Mengwi Badung which is not far from the environment warmadewa University Bali. Four language skills that help students learn languages are writing, reading, listening and speaking. This research was designed using qualitative research with FGD method. This study aims to explain the difficulty of English language among students in junior high and high school.

Based on previous findings, the researcher found similarities and differences with this study. The similarity is that they both examine the teacher's strategies in overcoming the difficulties of learning English while the difference is that in previous studies the learning difficulties experienced by students in learning English are listening, speaking, reading, writing, and pronunciation skills. Meanwhile, in this study students' learning difficulties were students' ability to distinguish between noun and pronoun.

## **B. English Education Teacher Discussion**

### **1. English Education Teacher**

Teachers do occupy a respectable position in society. Teachers can be respected by the community because of their dignity, so that people do not doubt the figure of a teacher. The community believes that a teacher can educate and shape the personality of their students well so that they have high intelligence and a responsible leadership spirit.

Supardi (2015) in his book entitled "Teacher Performance" explains the definition of a teacher according to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, that teachers are professional educators with the main task of educating,



teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education through formal education.

Suparlan in Maulidah (2017) "Dividing the teachers understanding into two perspectives. First, in general, a teacher is anyone who carries out their duties as teachers, educators and trainers, whether carried out in family educational institutions, formal or informal.

While in English there are several words that mean teacher, for example teacher which means teacher or teacher, educator which means educator or expert in educating, and tutor which means private teacher, teacher who teaches at home, or teacher who provides tutoring. Sri Minarti, (2016).

According to Syaiful (2016) Teachers are educators who provide a number of knowledge to students at school. Teachers are people who are experienced in their professional fields. With the knowledge he has, he can make his students become intelligent people.

So English education teachers are professional educators who educate, teach English language learning, guide, train, assess, and evaluate students.

## **2. Functions and Duties of English Education Teachers**

According to Sofan (2014), the functions and duties of teachers affect the implementation of education in schools as follows:

- a. Teacher corrector



The teacher assesses and corrects all learning outcomes, attitudes, behaviors, and actions of students both at school and outside the evaluator's school.

b. Inspiration

The teacher inspires students about how to study well.

c. Informant

The teacher provides good and effective information about the material that has been programmed and information on the development of science and technology

d. Organizer

Teachers play a role in managing various academic activities both intracurricular and extracurricular so that the effectiveness and efficiency of students can be achieved.

e. Motivator

Teachers are required to be able to encourage students to always have high motivation and active learning.

f. Initiator

Teachers are the originators of ideas for the advancement of education and teaching

g. Provider

Teachers must be able to provide facilities that allow students to learn optimally.

h. Supervisor

Teachers provide guidance to students in facing challenges and learning difficulties.

i. Demonstrator

Teachers are required to be able to demonstrate what is taught didactically, so that students can understand the lesson optimally.

j. Class manager

Teacher must be able to manage the class well, because the class is a gathering place for teacher and students.

k. Middleman

Teachers can act as media providers and mediators in the student learning process.

l. Supervisor

Teachers must be able to help, improve and critically assess the learning process so that it can be optimal.

m. Evaluator

Teachers are required to be able to assess learning products and learning processes.

### C. Learning Difficulty Theory

Every student comes to school but to study in class in order to become a knowledgeable person in the future. Most of the available time must be used by students to study, not necessarily at school, at home, time must also be provided for learning purposes.

## 1. Understanding Learning Difficulties

According to Nini Subini (2015) learning difficulties consist of two words, namely difficulty and learning. Difficulty means difficulty, difficulty, circumstances or something difficult. Difficulty is a condition that shows the characteristics of obstacles in activities to achieve goals so that better efforts are needed to overcome these disorders.

While learning difficulties according to Ismail (2016) are situation where students cannot learn optimally because of obstacles, obstacles or disturbances in their learning.

From the explanation above, it can be concluded that learning difficulties are disorders of one or more basic psychological processes which include understanding and using teaching or written language.

## 2. Types of Learning Difficulties

According to Mulyono Abdurahman (2017), learning difficulties are broadly classified into two groups, namely:

- a. Learning difficulties related to development (development learning disabilities). These difficulties include impaired attention, memory, motor and perception, language and thinking.
- b. Academic learning difficulties which include reading, writing and arithmetic difficulties

According to Abu Ahmadi and Widodo Supriyono (2015) there are symptoms that appear in students who has learning difficulties, namely: (a) Showing low achievement or below the average achieved by students; (b)

The learning outcomes or achievements obtained are not balanced with the efforts made; (c) Students are slow in carrying out learning tasks; (d) Students show an inappropriate attitude in the learning process; (e) Demonstrate deviant behavior; (f) Emotional.

According to Djamarah (2015). The learning difficulties experienced by students vary, which can be grouped into four types, namely as follows:

- a. Judging from the type of learning difficulties: (1) Some are severe, and (2) Some.
- b. Judging from the subjects studied: (1) There are several subjects, and (2) There are all subjects.
- c. Judging from the nature of the difficulty: (1) Some are permanent, and (2) Some are temporary.
- d. Judging from the causative factors: (1) Some are due to intelligence factors, and (2) Some due to non-intelligence factors.

### **3. Factors that cause Learning Difficulties**

According to Muhibin (2017) the factors that cause learning difficulties can be classified into two groups, namely as follows:

#### **a. Internal factors**

This internal factor is caused by several things, namely: Physiology, which consists of (1) due to illness, and (2) due to physical disability. Psychology which consists of: (1) Intelligence, (2) talents, (3) flowers, and (4) motivation.



b. External factors

External factors are caused by several things, namely: family factors consisting of (1) parents, (2) home atmosphere, and (3) the family's economic conditions. School factors consist of (1) teachers, (2) learning tools, (3) media and social environment factors.

**D. English**

**1. Definition of Noun**

According to Erlich and Murphy in (Melia Adiana, 2012) Noun or noun can be defined grammatically as a noun: "is the name of a person, object, quality, activity, basic concept". Noun are a class of words that indicate the name of a person, the name of a place, the name of a holiday or holiday. This noun can be used to introduce people, places, or holidays. Examples: (1) Chair, table, book, cup, computer, picture, ( name of object). (2) New York, Paris, Canada, Toronto, schools, hospitals, cinemas, parks, (names of places). (3) John, Newton, RH Stephen, Einstein, male, son, doctor (name of persons).

**2. Types of Noun**

**a. Common Noun and Proper Noun**

There are two types of noun, namely common noun and proper noun. Common Noun is a word that refers to general objects or non-specific things, for example books, pens, rooms, garden men, girls, roads, cameras, months, days, chairs, schools, boys, cars. Meanwhile, Proper Noun on the other hand refers to a particular/specific object,

particular place, or particular person. Examples are BMW Cars, April, Monday, University of Oxford, New York, America, John, Newton. If one of the common noun is specifically mentioned, it turns into a proper noun. An example would be "day" but if a noun is specified as a Monday or Friday noun, it was change to a proper noun. Other similar examples of common noun are car, but turns into a proper noun if it is specifically designated as BMW Car. (Indar Wiyani, 2015)

- 1) Use CAPITAL LETTER for proper noun on the first letter. Examples: (1) He lives in Paris; (2) He studied at the University of Oxford; (3) The author of this book is John Stephen; (4) Newton's laws of motion; (5) The richest person in the world is Bill Gates.
- 2) Use the particle "THE" in proper noun. The particle "the" is used before proper noun. Here is how to use THE article;
  - a) The article "the" is not used for names in countries such as New York, Mexico, Canada, Toronto, London, Paris, America. However, if the name of a country or knowing or place describes a group or group of places, but if the name of a country or place states a group or land (land or state) then the article should be used for example like the Philippines . , Netherlands, United States of America.
  - b) The article "the" is not used before the name of a university such as Oxford University, Yale University, or Columbia

University. However, if the name of the university is written in parallel with the use of the word "of" then the article "the" must be used before the word for example University of British Colombia, university of Oxford, University of Toronto.

- c) The article "the" is used in words that consist of a common noun and a proper noun such as New York, Dominion of Canada, Nile River
- d) The article "The" is also used before words in the field of laws, principles and theories (laws, principles, theories or devices) eg Pythagorean Theorem, Fahrenheit Scale, Newton's Laws, Allais effect. However, if the proper noun is used in the possessive form, then the article is not used, for example Newton's Laws of Motion, Hooke's Law of Elasti, Dalton's Law of Partial Pressure.
- e) "The" is also used for names of oceans, sea rivers, deserts or forests (oceans, seas, rivers, desserts or forests) except for waterfalls and leaves (except lakes and autumn) eg Pacific Ocean, Mediterranean Sea, Sahara, Forest Black .
- f) "The" is used before the name of a hotel building, library (building, hotel, library that has a specific name) for example, Brunel Hotel, Lahore Museum, Library of Congress,



- g) "The" is used before geographic names (geographical areas) and points on the globe (eg Middle East, West, Equator, North Pole).
- h) "The" is also commonly used in the names of organizations such as Association of Chartered Accountants, World Health Organization. (Indar Wiyani, 2015)

**b. Countable and Uncountable Noun**

Countable Noun is noun or noun that can be counted. An example is "books" because we can count them and we can say one book, two books, three books and so on. Pen, chair, cup, room, man, baby, bottle, dog, paint are other examples of countable noun. Countable noun can be singular (singular) or plural (plural). The article "a" or "an" is used before a single word. If the singular noun starts with a consonant then "a" should be used which means, a book, cat, pen. If the singular noun starts with a vowel or sounds a vowel then you have to use "an" that is apple, umbrella, onion, an hour.

Plural noun or Plural noun means more than one example the word "chair" is singular noun but "chairs" is plural noun.

- 1) Plural noun are usually formed by adding -s or -es to singular noun, such as books, cats, boxes, taxes. If the noun ends with the letter "y", then the letter "y" is changed to the letter "i" then added with -es, namely, for example baby-babies, lady-ladies. There may be some exceptions.



- 2) Some plurals are also formed in other ways, such as man – men, child – children, leaf – leaf, wife – wife, foot – foot, toot – teeth, datum – data, base – bases. These plural words are called irregular plurals.
- 3) Several other noun have similarities in the singular and plural and examples are sheep – sheep, deer – deer, pig – pig. (IndarARi, 2015)

Uncountable noun are verbs that cannot be counted, for example water. We can't say one water or two water. Other examples are milk, bread, honey, rain, furniture, news, information, fun, honesty, courage, weather, music, preparation, warmth, wheat.

a. Use of Uncountable Noun

Uncountable noun are usually considered as singular noun for the use of auxiliary words in a sentence but the article "a or an" is not used before the word uncountable noun.

Example

The water maintains its level.  
Necessity is the mother of invention  
The preparation is not good.  
The weather today is very pleasant.  
This information is very helpful in solving the problem.  
The heat of the sun causes the evaporation of water.

Uncountable noun can also be used as countable noun to refer to 'something-singular' for example the word life is an uncountable noun but can be used as a countable noun when referring to an individual or life.

Example

It is feared that two lives were lost.

The words "some, any, no, little, more etc" can be added in the sentence before uncountable noun if necessary.

Example

They have no information about the suspect.  
There is some milk in the glass.

b. Converting uncountable noun to countable noun

An uncountable noun can be changed to a countable noun if it aims to determine the unit or standardize the amount, for example "water" as an uncountable noun, it can be changed by adding 'one' glass of water' or 'two glass of water' and so on. Apart from one glass, we can also add other units of quantity such as 'one liter of water' or 'one cup of water' and so on. (Indariyani, 2015)

## E. Pronoun in English

### 1. Definition of Pronoun

Pronoun is a part of speech. Pronoun is used to determine the form of an object that refers to the subject form or relates to each other. The function of pronoun in general is to state the object of the patient or the object of the companion. This function shows the meaning contained in an object so that it is clear what it is wearing.

### 2. Type of Pronoun

As stated by Aarts and Aarts in (Regina Luciana Turere, 2015) pronoun are classified into eight types, namely:

a. Personal pronoun

*personal pronoun* is a pronoun used for people (person first person, second person and third person) and also (with the exception of the pronoun you and the object) for roles (subject and object) and in numbers (singular and plural). The third person singular in personal pronoun is also characterized by the type (feminine, masculine and neutral). Personal pronoun can be seen as noun phrases of a structure. The simplest, namely the rules, do not allow changes in front and back. It is in the role of the subject where it functions as the subject of a sentence, whereas in the role of objects all have other functions. Second this role can be found when the pronoun functions as a subject equipment itself and the role as subject becomes more formal.

b. Self-pronoun

*self-pronoun* translated into Indonesian has the meaning as a personal pronoun which is marked by person and number, but not for subject and object. More specifically, the third person singular in self-pronoun is characterized by type (feminine, masculine and neutral). Self-pronoun can be used reflexibly, in addition, in conjunction and placed after as, but, unless and like. During this reflex the pronoun can either be assertive or hesitate.

c. Pointing pronoun

*Pointing pronoun* is a pronoun that is used to distinguish certain things or people that refer to other people or things. In English



there are four types of demonstrative pronoun. This and that for singular and this and that for plural. This and this are used to describe objects that are near, while that and that are used to describe objects that are far away. The function of demonstrative pronoun is as an element of a sentence or in a noun phrase structure.

d. Possessive pronoun

*Possessive pronoun* is a pronoun that shows possession. Possessive pronoun are divided into categories of person (first person, second person and third person), number (except for second person) and type (third person singular only). There are two types of possessive pronoun, namely those that are independent and those that cannot stand alone. What is more commonly known as 'dependent' and 'independently'. Dependently is a determiner in the structure of a noun. While independent is the essence of noun.

e. Relative pronoun

*Relative pronoun* is a pronoun used to introduce a relative clause that describes a noun. In English, relative pronoun are known as who, who, who, which and that. Relative pronoun are found at the end of noun sentences. Relative pronoun that have one noun can be a sentence or a word that precedes the pronoun. At the end of the sentence there is a relative sentential clause, which has no function in the sentence as a noun. In contrast to other relative pronoun, which only serve to introduce the limitations of the relative clause itself and



do not have a comparison of 'who / which / which and which / which'. Relative pronoun whose definitions can only be used, which are used as determinants even though they are included independently.

Meanwhile who

f. Question pronoun

*Question pronoun* are who, who, who, what, and what. In this case the interrogative pronoun is used to ask a question that leads to a WH question. The interrogative pronoun who and who are only used independently. Who, what and which can be independent determinants. Who, who and who only has a reference to the individual. Which and what can be used in personal and non-personal reference. The distinction between who and what and who is used in the background implies that choices are made from a finite set.

g. Reciprocal pronoun

*Reciprocal pronoun* is a pronoun used when two or more subjects perform the same action with each other. Reciprocal pronoun are each other and are used independently of each other (but do not function in the subject) in sentences with plural subjects. One another is sometimes used as one another when the subject is in more than two sentences. Both pronoun can be genitive.

h. So and One

In pronoun, so and one are two pronoun that are difficult to describe. These two pronoun have uses in differentiating functions. So

it functions in a sentence instead of a clause. If together with the verb (verb) do, then the combination of do so is used instead of verb phrases and other elements. While One function as a pronoun that replaces the indefinite noun phrase.

#### F. Conceptual Framework



Figure 2.1: Conceptual Framework

The strategy of the English teacher in overcoming learning difficulties are the teacher's strategy to achieve the learning goals that have been set, to achieve them must use various appropriate learning methods and strategies so that they can be accepted by students.

English subjects are subjects that must be mastered by students, therefore difficulties in these subjects must be overcome to improve student achievement and learning outcomes.

This study focuses on the strategy of English teachers in overcoming students' learning difficulties in distinguishing noun and pronoun and finding out the causes of learning difficulties experienced by students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi.

## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

In achieving a goal to be achieved, of course, follow it in various ways and ways, so that the goal to be achieved can be achieved significantly. The research method used is descriptive qualitative method with the aim of research to determine the strategy of English teachers in overcoming students' learning difficulties in distinguishing noun and pronoun.

#### B. Research Focus

The focus in this study is the factors that cause student learning difficulties and the teacher's strategy in overcoming student's learning difficulties in distinguishing noun and pronoun.

#### C. Research Subject

The subjects in this study were students of SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi. The subjects in this study were 3 students of class VIII. The researcher took 1 student to represent each class, namely class VIII A, B, and C. The researcher took 1 person for each class because it was sufficient to represent the answers of other students.

#### D. Research Instruments

Instrument is defined as a tool used to obtain research data. In this study, researcher was use observation, interviews, and documentation. In this study, researcher observed the condition of the SMP Negeri 3 Wangi-Wangi Selatan school, including the facilities and infrastructure used during the learning process,



this was done in order to find out the learning process carried out and to find out whether there were facilities and infrastructure that could support the teacher's strategy. In overcoming students' learning difficulties. Furthermore, researcher conducted interviews with students' this was done so that researcher could obtain an overview of the learning difficulties experienced by students and to find out the strategies used by teachers in overcoming student learning difficulties. Documentation is carried out to obtain data about the state of the school, the documentation that researcher do in this study is to know the number of teachers and students that researcher make as research subjects.

#### **E. Data Collection**

Data collection methods to be carried out in this study are as follows:

##### **1. Observation**

According to Arikunto (2017) in terms of psychology, observation or observation, the activity of loading attention to an object by using all sense. So observing can be done through sight, smell, hearing, touch and taste. All this is done, so that the data obtained from the observations are truly valid. What researcher was observe is the strategy of English teachers in overcoming students' learning difficulties in distinguishing noun and pronoun at SMP Negeri 3 Wangi-wangi Selatan, Kabupaten Wakatobi.

##### **2. Interview**

The interview method is very necessary and has a big influence in the process of collecting research data. As stated by Sutrisno Hadi (2017



interview are a method of collecting data by asking one-sided questions and carried out systematically and based on the purpose of the investigation. So the researcher here prepares materials for interviews with resource person who only outlines what was be asked, or prepares structured interview guidelines and after that conducts interviews as desired. Researcher was interview students and English teacher at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi.

### 3. Documentation

The documentation method according to M. Amir (2015) is a way of collecting data by investigating organizational structures, graphs, archives and others. So the documentation method is a method that collects written data contained in the field, with the aim of knowing the state of the object both past, present and future predictions.

## F. Data Analysis

The researcher adopted the Gay (2012) procedure, data analysis in qualitative research leads to the findings of previous studies relating to the supported title, where the research results have an undeniable atmosphere, and in summarizing is carried out reliably and accurately. In each process the researcher must be patient and reflective in understanding various data sources in the form of interview notes, video or audio recordings, questionnaires, etc.

The data analysis technique in this study goes through three stages, as stated by Gay (2012), the first is data analysis during the study, the researcher must focus on the participant's perspective on key aspects and the researcher

must narrow the topic. Therefore qualitative researcher must go through several stages, starting with data collection entering the analysis section, checking data entering the reduction section, making comparisons into the display section between old data and new data, and making notes based on what is obtained in the field, and the final step is to make a plan for acquiring new data.

There are several procedures in conducting data analysis, namely using interviews. There are three types of interviews, namely unstructured, semi-structured, and structured, but in this study only one type of interview was used.

In data analysis, it is divided into three data analyzes, namely data reduction and data presentation by Huberman (1984) and analysis by Anup Surendran (2020) in qualitative data, it is better to use three steps in analyzing the supported data:

1. Analysis (QDA)

Analysis can be collected through observation methods, one-on-one interviews, conducting focus groups, and similar methods. Data analysis is defined as approaching and characterizing data.

2. Data Reduction

After analyzing the data, reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. This the data that has been reduced was provide a

clearer picture, and make it easier for researcher to collect further data, and look for it when needed.

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As stated the more researcher into the field, the amount of data was be more complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction.

### 3. Data Display

After the data is reduced, the next step is to display the data. Presentation of data is done in the form of short description graphs, charts, relationships between categories, and flowcharts. In this case Huberman stated that the most frequent form of display data for qualitative research data in the past was narrative text. Most often used to present data in qualitative research by displaying data, it was made it easier to understood what is happening, plan future work based on what has been understood.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter is divided into two sections namely finding and discussion. It showed the results of the research and described more about the findings. The findings of research deal with the answer of the research question about the Difficulties Learning Student's at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi in Distinguishing Noun and Pronoun. And the discussion section future information was given also by researcher.

#### A. Findings

The researcher conducted the research at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi at the semester evenin the academic years 2020/2021. The population of this research was the students in the grade eight with using purposive sampling, students who have learned noun and pronoun. The findings of the research based on the results of the interview.

#### 1. Teacher Teaches Noun And Pronoun

Extract 1: Teacher Teaches Noun

*1st student –CS*

*R : How does the English teacher teach noun in class?*

*CS : The English teacher teaches noun with methods that are easy for us to understand, for example by making noun learning videos that are sent to the WhatsApp group so that we can repeat learning at home*

*(Interview conducted on July 17th)*



In Extract 1, students said that in learning English, the teacher taught noun using methods that could be understood by students, including by making learning videos that were shared through the WhatsApp group so that students could repeat the lessons at home.

#### Extract 2: Teacher Teaches Pronoun

*2nd student – DR*

*R : How does the English teacher teach pronoun in class?*

*DR : Every English lesson we are given learning methods that was be fun so that we can understand English learning as in pronoun material, we are taught how to master pronoun by making stories about keliyanga, then we are told to look for pronoun that are in the description of the story that we work on.*

*(Interview conducted on July 18th)*

From extract 2, students said that the English teacher had carried out a fun learning process so that the material taught could be understood by students, especially in teaching pronoun.

#### Extract 3: Teacher Teaches Noun and Pronoun

*3rd student – AR*

*R : How does the English teacher teach noun and pronoun in class*

*AR : The English teacher teaches noun and pronoun in a pretty good and fun way, besides explaining the material about noun and pronoun, we are also given the opportunity to discuss and practice in front of the class what we have learned.*

*(Interview conducted on July 19th)*

In extract 3, the students said that the English teacher taught noun and pronoun material by providing explanations that students could understand,

then the English teacher also provided opportunities for students to discuss and practice in front of the class the material taught to students so that students were able to master the noun materials, and pronoun.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that the English teacher had taught noun and pronoun material well where the teacher had provided material through a fun learning process and used easy learning methods understood by students. Furthermore, the teacher also provides opportunities for students to discuss and present what they have learned so that students can immediately practice the material that has been taught by the English language education teacher.

## 2. Difficulty Learning English

### Extract 1: Students' Difficulties in Mastering the Material

*1st student –CS*

*R : Do you have difficulty learning English?*

*CS : yes, rarely.*

*R : What learning difficulties do you experience in learning English?*

*CS : There are several learning difficulties that I experienced in English lessons, including mastering noun material*

*(Interview conducted on July 17th)*

In Extract 1, some difficulties in learning English experienced by students. Among them are still the lack of students who master the noun material

## Extract 2: Students' Difficulties in Mastering the Material

*2nd student – DR*

*R : Do you have difficulty learning English?*

*DR : yeah, Sometimes*

*R : What learning difficulties do you experience in learning English?*

*DR : There are several learning difficulties that I experienced in English lessons, including mastering pronoun material*

*(Interview conducted on July 18th)*

From extract 2, some difficulties in learning English experienced by students. Among them is the lack of students who know the types of pronoun.

## Extract 3: Students' Difficulties in Understanding Explanations of Noun and Pronoun

*3rd student – AR*

*R : Do you have difficulty learning English?*

*AR : yeah, sometimes.*

*R : What learning difficulties do you experience in learning English?*

*AR : When the teacher explained English subject matter such as noun and pronoun, I did not understand because the teacher explained using English. So that the teacher sends a video explaining the new English material so I can understand the material being taught.*

*(Interview conducted on July 19<sup>th</sup>)*

In extract 3, some difficulties in learning English experienced by students. Among them are students who do not understand English material such as noun and pronoun, this is because the teacher explains the material



using English, so that new students can understand the material explained after the English teacher send a video of learning material that can be studied again at home.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that there were several learning difficulties experienced by students including the lack of knowledge and ability of students to master noun and pronoun material. Furthermore, the ability of students to understand and master English which is still lacking is also one of the obstacles that cause learning difficulties experienced by students in English language lessons.

### 3. Difficulty Learning Noun

#### Extract 1: Difficulty of Students Learning Noun

*1st student –CS*

*R : Do you have any difficulties when the teacher teaches noun?*

*CS : yes, rarely.*

*R : What difficulties do you experience in learning noun?*

*CS : There are several learning difficulties that I experienced in learning noun, including I have not been able to master the types of noun, especially their use in a sentence.*

***(Interview conducted on July 17th)***

In Extract 1, difficulties in learning English noun material experienced by students. Among them is the lack of students who can master the types of noun, especially their use in a sentence.



## Extract 2: Difficulty of Students Learning Noun

*2nd student – DR*

*R : Do you have any difficulties when the teacher teaches noun?*

*DR : yeah, sometimes*

*R : What difficulties do you experience in learning noun?*

*DR : When the teacher teaches noun, I can't fully understand the material given because learning during the pandemic is done online so there are some learning materials that I can't understand*

*(Interview conducted on July 18th)*

From Extract 2, difficulties in learning English experienced by students. Among them are students who have not been able to fully understand the material given because learning is done online during the Covid-19 pandemic.

## Extract 3: Students' Difficulty in Learning Noun

*3rd student – AR*

*R : Do you have any difficulties when the teacher teaches noun?*

*AR : yeah, sometimes.*

*R : What difficulties do you experience in learning noun?*

*AR : I don't understand the noun material when learning because learning is done in 2 ways, namely online and offline, so there is an explanation of the material. What is done offline I can't repeat again when learning online because sometimes learning is done only through WhatsApp Group.*

*(Interview conducted on July 19<sup>th</sup>)*

In extract 3, the difficulty of learning English noun material experienced by students. Among them are learning that is carried out online and offline so that students sometimes cannot follow the learning flow because learning materials that are carried out offline sometimes cannot be repeated online because online learning is sometimes only through WhatsApp Groups.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that students' difficulties in learning noun consisted of several including the lack of mastery of the types of noun, as well as learning during the Covid-19 pandemic which was carried out both online. become one of the obstacles that cause students to have difficulty learning noun.

#### 4. Difficulty Learning Pronoun

Extract 1: Difficulty of Students Learning Pronoun

*1st student –CS*

*R : Do you have difficulties when the teacher teaches pronoun?*

*CS : yes, rarely.*

*R : What difficulties do you experience in learning pronoun?*

*CS : Difficulty learning pronoun What I experienced was almost the same as the difficulties when I learned noun where I had not been able to master the types of pronoun, especially their use in a sentence.*

*(Interview conducted on July 17th)*

In Extract 1, learning difficulties experienced by students in pronoun material are the same as learning difficulties in noun material where students have not been able to master the types of pronoun, especially their use in a sentence.

#### Extract 2: Difficulty of Students Learning Pronoun

2nd student – DR

R : *Do you have difficulties when the teacher teaches pronoun?*

DR : *yeah*

R : *What difficulties do you experience in learning pronoun?*

DR : *My difficulties when the teacher teaches pronoun are the same as the difficulties I experienced when the teacher taught noun, because I could not understand all the material taught by the teacher including noun and pronoun because learning was carried out online during the Covid-19 pandemic so there were some learning materials that were not I can understand.*

*(Interview conducted on July 18th)*

From Extract 2, the difficulty in learning English experienced by students in learning pronoun is almost the same as learning noun because learning is done online during the Covid-19 pandemic so that some of the material given is not all understood by students.

#### Extract 3: Students' Difficulty in Learning Pronoun

3rd student – AR

R : *Do you have difficulties when the teacher teaches pronoun?*

AR : *yeah, sometimes.*



*R : What difficulties do you experience in learning pronoun?*

*AR : The difficulties I experienced in learning pronoun were the same as my difficulties when learning noun, I used pronoun materials when learning because learning was done in 2 ways, namely online and offline, so there was an explanation of the material. sometimes done only through WhatsApp Group.*

*(Interview conducted on July 19<sup>th</sup>)*

In extract 3, the difficulties in learning English pronoun material experienced by students are almost the same as the difficulties in learning noun. Where learning is carried out online and offline so that students sometimes cannot follow the learning flow because learning materials that are carried out offline sometimes cannot be repeated online because online learning is sometimes only through WhatsApp Groups.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that there were several reasons why students had difficulty learning pronoun, including students who had not mastered all types of pronoun and their use in sentences. Furthermore, the Covid-19 pandemic is one of the obstacles that causes students to have difficulty learning pronoun, this is because learning is carried out online and offline so that the learning process is not optimal and causes students to have difficulty learning pronoun.

## **5. Difficulty Differentiating Noun and Pronoun**

Extract 1: Students' Difficulties in Distinguishing Noun and Pronoun

*1st student –CS*

*R : Can you tell the difference between a noun and a pronoun?*



CS : *yeah, but sometimes I can't tell the difference*

R : *Why do you sometimes can't tell the difference between a noun and a pronoun?*

CS : *I sometimes can't tell the difference between noun and pronoun because I haven't fully mastered the types of noun and pronoun*

*(Interview conducted on July 17th)*

In Extract 1, students sometimes cannot distinguish between noun and pronoun because they have not fully mastered the types of noun and pronoun.

Extract 2: Students' Difficulties in Distinguishing Noun and Pronoun

2nd student – DR

R : *Can you tell the difference between a noun and a pronoun?*

DR : *yeah, but sometimes I can't tell the difference between a noun and a pronoun*

R : *Why do you sometimes can't tell the difference between a noun and a pronoun?*

DR : *I sometimes can't tell the difference between noun and pronoun because I haven't mastered much noun and pronoun in English because my English vocabulary is still lacking*

*(Interview conducted on July 18th)*

From extract 2, students sometimes cannot distinguish between noun and pronoun because students have not mastered much vocabulary in English.

Extract 3: Students' Difficulties in Distinguishing Noun and Pronoun

3rd student – AR

R : *Can you tell the difference between a noun and a pronoun?*

AR : *I can't tell the difference between a noun and a pronoun*

*R : Why can't you tell the difference between a noun and a pronoun?*

*AR : I can't distinguish between noun and pronoun because when the teacher explains the noun and pronoun material the teacher uses English so I don't really understand the material being explained, I also can't distinguish between noun and pronoun because I have very little English vocabulary.*

*(Interview conducted on July 19<sup>th</sup>)*

In extract 3, students cannot distinguish between noun and pronoun due to several things, for example when learning noun and pronoun the teacher explains the material using English because students' English vocabulary is still very, very lacking.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that students sometimes could not distinguish between noun and pronoun for several reasons, including students who had not mastered the types of noun and pronoun, in addition to mastery of vocabulary. The student's English word is still lacking is one of the obstacles so that students have difficulty in distinguishing between noun and pronoun, then one of the obstacles is during the language learning process the teacher often explains the material using English so that students do not really understand because they have not mastered English. so that students have difficulty in distinguishing between noun and pronoun.

## **6. Student Solutions When Learning Difficulty in Distinguishing Noun and Pronoun**

Extract 1: What Students Do When They Have Difficulty Learning to Distinguish Noun and Pronoun

*1st student – CS*

*R : What do you do when you have trouble distinguishing between noun and pronoun?*

*CS : What I do when I have difficulty learning to distinguish between noun and pronoun is to ask the English teacher about easy methods. What I can do in learning noun and pronoun so that I can overcome learning difficulties in distinguishing noun and pronoun.*

*(Interview conducted on July 17th)*

In Extract 1, students overcome difficulties in learning to distinguish between noun and pronoun by asking the English teacher about learning methods which was make it easier for students to distinguish between noun and pronoun

Extract 2: What Students Do When They Have Difficulty Learning to Distinguish Noun and Pronoun

*2nd student – DR*

*R : What do you do when you have trouble distinguishing between noun and pronoun?*

*DR : When I have difficulty distinguishing between noun and pronoun, I ask the teacher for instructions or ask for help from friends who can already distinguish between noun and pronoun so that I was be taught how to distinguish between noun and pronoun.*

*(Interview conducted on July 18th)*

From Extract 2, students who overcome learning difficulties in distinguishing noun and pronoun by asking for instructions from the teacher



and asking for help from friends who already understand the difference between noun and pronoun.

Extract 3: What Students Do When They Have Difficulty Learning to Distinguish Noun and Pronoun

*3rd student – AR*

*R : What do you do when you have trouble distinguishing between noun and pronoun?*

*AR : There are several ways that I do when I have difficulty in distinguishing noun and pronoun, including by looking for references from the internet about the difference between noun and pronoun.*

*(Interview conducted on July 19<sup>th</sup>)*

In extract 3, to overcoming difficulties in distinguishing between noun and pronoun, students have several ways, including by looking for references from the internet about the differences between noun and pronoun.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that in overcoming difficulties in learning to distinguish between noun and pronoun, students had several ways, including by asking the teacher about learning methods that would make it easier for students to learn overcome difficulties in learning to distinguish between noun and pronoun. Furthermore, students can also ask for help from the theme who can distinguish between noun and pronoun to be given instructions on ways to distinguish noun and pronoun. The use of the internet is also one of the solutions that students do to



find references in overcoming difficulties in learning to distinguish between noun and pronoun.

## 7. Obstacles Overcoming Difficulties in Learning to Distinguish Noun and Pronoun

Extract 1: Obstacles in Overcoming Difficulties in Learning to Distinguish Noun and Pronoun.

*1st student – CS*

*R : What obstacles do you experience in overcoming difficulties in learning to distinguish between noun and pronoun?*

*CS : Constraints I experienced in overcoming difficulties in learning to distinguish between noun and pronoun, namely my mastery of English, which was not much, so I had difficulty in overcoming difficulties in learning to distinguish between noun and pronoun.*

*(Interview conducted on July 17th)*

In Extract 1, the obstacle experienced by students in overcoming difficulties in learning to distinguish between noun and pronoun is that students' English mastery is not good enough so that students have difficulty in overcoming difficulties in learning to distinguish between noun and pronoun.

Extract 2: Obstacles in Overcoming Difficulties in Learning to Distinguish Noun and Pronoun.

*2nd student – DR*

*R : What obstacles do you experience in overcoming difficulties in learning to distinguish between noun and pronoun?*

*DR : There were several obstacles that I experienced in overcoming difficulties in learning to distinguish between noun and pronoun.*

*one of which was because learning during the Covid-19 pandemic was conducted online, I had problems asking for instructions from an English teacher to overcome learning difficulties.*

*(Interview conducted on July 18th)*

From Extract 2, Obstacles faced by students in overcoming difficulties in learning to distinguish between noun and pronoun are, one of which is because learning during the Covid-19 pandemic is carried out online so that students are limited in asking for instructions from English teachers in learning, including in finding solutions to learning difficulties. What students experience.

Extract 3: Obstacles in Overcoming Difficulties in Learning to Distinguish Noun and Pronoun.

3rd student – AR

R : *What obstacles do you experience in overcoming difficulties in learning to distinguish between noun and pronoun?*

AR : *The obstacle I experienced in overcoming difficulties in learning to distinguish between noun and pronoun was the limited time I had to be able to ask questions or find solutions to teachers and friends to help direct me in overcoming difficulties in learning to distinguish between noun and pronoun.*

*(Interview conducted on July 19<sup>th</sup>)*

In Extract 3, one of the obstacles experienced by students in overcoming difficulties in learning to distinguish between noun and pronoun is the limited time that students have to ask questions or find solutions to teachers or friends to assist in finding solutions to learning difficulties experienced by these students.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that there were several obstacles experienced by students when overcoming difficulties in learning to differentiate between noun and pronoun, including mastery of the English language which was not good, the time constraints that students had in learning, looking for solutions to overcome the difficulties of learning to distinguish between noun and pronoun, as well as learning that is carried out online during the Covid-19 pandemic so that students have limited face-to-face meetings with teachers to ask or find solutions to problems in overcoming difficulties in learning to distinguish between noun and pronoun.

#### 8. Teachers Help Overcome Difficulties in Learning to Distinguish Noun and Pronoun

Extract 1: The English teacher helps students in overcoming difficulties in learning to distinguish between noun and pronoun

*1st student – CS*

*R : What does the English teacher do to help you overcome the difficulty of learning to distinguish between noun and pronoun?*

*CS : Because learning during the pandemic was done online, so the English teacher helped me overcome the difficulty of learning to distinguish between noun and pronoun, in addition to learning through online WhatsApp Groups. The English teacher also sent us instructional videos so that we could re-study noun and pronoun at home. This is very helpful for us in overcoming learning difficulties.*

*(Interview conducted on July 17th)*



In Extract 1, In overcoming learning difficulties experienced by students such as distinguishing between noun and pronoun, in addition to online learning during the Covid-19 pandemic, English teachers always make learning methods such as making videos about learning, so students can repeat it again learning by looking at the learning video that has been sent by the English teacher.

Extract 2: The English teacher helps students in overcoming difficulties in learning to distinguish between noun and pronoun

2nd student – DR

R : *What does the English teacher do to help you overcome the difficulty of learning to distinguish between noun and pronoun?*

DR : *The English teacher has tried enough to help us in the learning process, including in overcoming the difficulty of learning to distinguish between noun and pronoun, one of the efforts made by English teachers is to make home visits, because learning during the Covid-19 pandemic is done online, so that on when visiting the house the English teacher helped me and my friends who had learning difficulties.*

*(Interview conducted on July 18th)*

From Extract 2, the English teacher has tried to teach well, including in the process of helping students who have learning difficulties such as difficulty distinguishing between noun and pronoun. One of the strategy made by English teacher is to make visits to students' homes because learning during the Covid-19 pandemic is carried out online so that with home visit the teacher can directly help students by providing learning methods that can help students overcome learning difficulties.



Extract 3: The English teacher helps students in overcoming difficulties in learning to distinguish between noun and pronoun

*3rd student – AR*

*R : What does the English teacher do to help you overcome the difficulty of learning to distinguish between noun and pronoun?*

*AR : Because learning during the pandemic is done online and offline, so when we have learning difficulties such as distinguishing between noun and pronoun because learning is done online, then during offline learning we have the opportunity to ask questions and ask the English teacher for solutions on how to overcome difficulties Learning includes difficulties in learning to distinguish between noun and pronoun.*

*(Interview conducted on July 19th)*

In Extract 3, During the Covid-19 pandemic, learning is carried out in two ways, namely online and offline, so that when students have difficulty learning online such as in distinguishing between noun and pronoun, during offline learning the English teacher can directly teach and provide solutions to students in overcoming learning difficulties.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that English teacher had tried to help students in overcoming difficulties in learning to distinguish between noun and pronoun, one of which was by making videos of learning methods about noun and pronoun. pronoun, English language teachers also make visits to students' homes to directly check the progress of student learning during the Covid-19 pandemic. This is done online as well as English teachers directly help students who have learning

difficulties. Furthermore, in addition to online learning, offline learning is also carried out with health protocols so that students can ask directly to the teacher about the obstacles experienced in English lessons.

## 9. Motivation in Overcoming Learning Difficulties

Extract 1: English Teacher Provides Motivation in Overcoming Learning Difficulties

*1st student – CS*

*R : Does the English teacher provide motivation in overcoming learning difficulties?*

*CS : yes, rarely.*

*R : What kind of motivation does the English teacher give?*

*CS : One of the motivations that the English teacher gives is to always ask us about the material. What we have studied next, the English teacher also always gives us words of encouragement through WhatsApp Group so that we always try to study hard even though learning during the Covid-19 pandemic done online.*

*(Interview conducted on July 17th)*

In Extract 1, the English teacher always motivates students in overcoming learning difficulties, one of which is by asking students back about the material that has been studied such as noun and pronoun material, the English teacher also always provides words that can encourage students in the process learning

Extract 2: Students' Difficulties in Mastering the Material

*2nd student – DR*

R : Does the English teacher provide motivation in overcoming learning difficulties?

DR : yes, rarely.

R : What kind of motivation does the English teacher give?

DR : The motivation that the English teacher gives is to always remind us to repeat the lessons we have learned even though learning during Covid-19 is not optimal because the learning is done online and offline.

(Interview conducted on July 18th)

From Extract 2, the English teacher provides motivation by always reminding students to repeat the lessons that have been learned even though learning during covid-19 is not optimal because learning is carried out online and offline.

Extract 3: Students' Difficulties in Understanding Explanations of Noun and Pronoun

3rd student – AR

R : Does the English teacher provide motivation in overcoming learning difficulties?

AR : yes, rarely.

R : What kind of motivation does the English teacher give?

AR : The English teacher provides motivation by always asking for the material we have learned and also the English language teacher communicates with our parents so that we are reminded to always study at home so that we can overcome learning difficulties.

(Interview conducted on July 19<sup>th</sup>)



In Extract 3, the English teacher motivates students by always asking the material that has been given to students besides that the English teacher also communicates with students' parents so that they can work together to supervise students in the learning process, so that when online learning students can follow the learning well even though learning is done at home so that students can overcome learning difficulties.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, researcher found that English teachers had tried their best to provide learning motivation to students, including by always asking students about the material that had been studied. Always convey that students repeat the lessons that have been received so that students can overcome learning difficulties. Furthermore, the English teacher also communicates with the parents of students to cooperate in supervising the learning process of students at home so that students can overcome their learning difficulties, including learning difficulties in distinguishing noun and pronoun.

In addition to interviewing class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher also conducted interviews with English teachers, this was done in order to obtain more information about the results of interviews conducted with students. The interview results obtained are as follows:

### 1. Teacher Teaches Noun And Pronoun

*R : How do you teach noun and pronoun in class?*



IA : *In learning English, I teach noun and pronoun using methods that can make it easier for students to understand noun and pronoun material, one of which is by making noun and pronoun learning videos that I send to the WhatsApp group so that students can study it at home. Furthermore, I also designed an exciting learning process where students were actively involved in the learning process such as discussing and practicing in front of the class about noun and pronoun material.*

*(Interview conducted on July 22th)*

Based on the results of interviews with the VIII grade English teacher at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that the English teacher had taught noun and pronoun material well where the teacher had provided material through a fun learning process and used learning methods that are easily understood by students such as making learning videos and involving students actively in the learning process.

## **2. Difficulty learning noun and pronoun**

R : *Do the students have difficulty learning noun and pronoun?*

IA : *yes, rarely.*

R : *What learning difficulties do students experience in learning noun and pronoun?*

IA : *There are several learning difficulties that students experience in noun and pronoun lessons, including students who have not been able to distinguish the types of noun and pronoun and their use in a sentence. Another difficulty experienced by students in learning noun and pronoun is that learning is done online and offline during the Covid-19 pandemic, so there are still some materials that students do not understand because online learning is only done through WhatsApp groups.*

*(Interview conducted on July 22th)*

Based on the results of an interview with an English teacher for class VIII at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that the difficulties of students learning noun and pronoun experienced by students consisted of several, including the lack of mastery of the types of noun, and learning during the Covid pandemic. -19 What is done online is one of the obstacles that causes students to have difficulty learning noun.

### 3. Difficulty Differentiating Noun and Pronoun

*R : Can the students you teach distinguish between noun and pronoun?*

*IA : yeah, but sometimes there are still students who can't tell the difference between noun and pronoun*

*R : Why are there still students who can't distinguish between noun and pronoun?*

*IA : Students who have not been able to distinguish noun and pronoun are due to several reasons, including students who have not fully mastered noun and pronoun material such as types of noun and pronoun, besides that the mastery of English vocabulary that is still lacking is also a factor that students have difficulty learning to distinguish noun. and pronoun.*

*(Interview conducted on July 22th)*

Based on the results of interviews with an English teacher in class VIII at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that students sometimes could not distinguish between noun and pronoun for several reasons, including students who had not mastered the types of noun and pronoun, apart from the lack of mastery of students' English

vocabulary is one of the obstacles so that students have difficulty in distinguishing between noun and pronoun.

#### **4. Obstacles Overcoming Difficulties in Learning to Distinguish Noun and**

##### **Pronoun**

*R : What obstacles do students experience in overcoming difficulties in learning to distinguish between noun and pronoun?*

*IA : There are several obstacles that students experience in overcoming difficulties in learning to distinguish between noun and pronoun, namely my mastery of English which is not much so that students have difficulty in overcoming difficulties in learning to distinguish between noun and pronoun. In addition, time constraints are also an obstacle for students to be able to ask questions or find solutions to teachers and friends to help direct them in overcoming difficulties in learning to distinguish between noun and pronoun.*

*(Interview conducted on July 22th)*

Based on the results of interviews with an English teacher for class VIII at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, researcher found that there were several obstacles experienced by students when overcoming difficulties in learning to differentiate between noun and pronoun, including mastery of English that was not good, limited time. students have in finding solutions to overcome the difficulties of learning to distinguish between noun and pronoun.

#### **5. Teacher Help Overcome Difficulties in Learning to Distinguish Noun and**

##### **Pronoun**

*R : What did you do to help you overcome difficulties in learning to distinguish between noun and pronoun?*



1A : *There are several things that I do to help students overcome difficulties in learning to distinguish between noun and pronoun, including by making learning videos that can make it easier for students to learn noun and pronoun. In addition, because learning during the Covid-19 pandemic was carried out online and offline, I also made visits to students' homes to see the progress of student learning while at home, and collaborated with students' parents in controlling student learning at home.*

*(Interview conducted on July 22th)*

Based on the results of interviews with English class VIII at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, researcher found that English teacher had tried to help students in overcoming difficulties in learning to distinguish between noun and pronoun, one of which was by making videos of learning methods about noun and pronoun, English language teachers also make visits to students' homes to directly check the progress of student learning during the Covid-19 pandemic which is carried out online as well as English teacher directly help students who have learning difficulties pronoun. As well as cooperating with student tutors in controlling student learning at home.

## **B. Discussion of Findings**

The discussion of the research based on the interview that has been given, the researcher collected the data classify the conclusion of the answer interview. This study found about the difficulties in learning to distinguish between noun and pronoun for students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi



## **English Teacher Strategies in Overcoming Students' Learning Difficulties Distinguishing Noun and Pronoun at SMP Negeri 3 Wangi-Wangi Selatan Kabupaten Wakatobi**

Based on the results of interviews conducted with students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that there were several learning difficulties that students experienced in distinguishing noun and pronoun. The first is that students have not mastered the types of noun and pronoun. The second is the mastery of students' English vocabulary. Which is still lacking is one of the obstacles so that students have difficulty in distinguishing between noun and pronoun. And the third is that during the language learning process the teacher often explains the material using English so that students do not really understood because they have not mastered English so students have difficulty in distinguishing between noun and pronoun.

This is a factor from within and from outside the student, this is as expressed by Aslamih (2020) who suggests that learning difficulties that most often occur in students are due to several factors, both internal and external. Internal factors include the ability to perceive, remember, cognitive processes and attention. External factors include the situation outside and before school as well as the situation at school. Learning difficulties in learning English are related to four aspects of skills, namely listening, speaking, reading, and writing.

One step that can be taken by the teacher is to provide opportunities for students to practice in front of the class the material taught to students so that students are able to master the material that has been given. According to the Global Prestasi School (GPS), the next way to overcome learning difficulties is to invite students to be more active in lessons. This can be done by involving students in discussing when explaining the lesson. The trick is to let students say whatever they want to know about the lesson.

Based on the results of interviews with class VIII students at SMP Negeri 3 Wangi-Wangi Selatan, Kabupaten Wakatobi, the researcher found that there were several strategies that English teacher had in helping students overcome learning difficulties to distinguish between noun and pronoun, one of which was by making videos of learning methods. Regarding noun and pronoun, English teacher also make visits to students' homes to directly check the progress of student learning during the Covid-19 pandemic. This is done online as well as English teachers directly help students who have learning difficulties. According to the Global Achievement School (GPS), one way to deal with subsequent learning difficulties is to take a personal approach between teachers and students. The personal approach includes dialogue or direct and open communication between teacher and students. The teacher can ask many things related to the learning process and what hinders the acceptance of the material. From here, the teacher can provide solutions to the problems of learning difficulties experienced by these students.

Furthermore, in addition to online learning, offline learning is also carried out with health protocols so that students can ask directly to the teacher about the obstacles experienced in English lessons, and the teacher can directly provide direction and solutions to students' learning difficulties, including learning difficulties to distinguish between noun and pronoun. According to Muliana (2021) in order to maximize English learning during the Covid-19 pandemic, an online training program needs to be held so that students have high motivation in the learning process, including overcoming difficulties in learning to distinguish between noun and pronoun.





## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presented the conclusion and suggestions of this research. The conclusion were formulated from research questions, while suggestions provided some ideas addressed to English teacher and further researcher about students' learning difficulties in distinguishing noun and pronoun.

#### A. CONCLUSION

Based on the research findings, the researcher concludes by showing the results of interviews with students who reveal learning difficulties and the teacher strategies in overcoming noun and pronoun learning difficulties. The learning difficulties that students experience is that their ability to master English is still lacking. Students have difficulty knowing the types of noun and pronoun. This causes students to have difficulty learning to distinguish between noun and pronoun. The Covid-19 pandemic is also one of the causes of students experiencing learning difficulties because learning is carried out online and offline.

The strategy used by English teachers in overcoming learning difficulties to distinguish between noun and pronoun is to invite students to discuss to find solutions to learning difficulties that students experience and provide opportunities for students to present the material they have learned during offline learning. Furthermore, English teacher can also make learning methods by making learning videos that students can learn at home when learning online. Conducting student home visits can also be a solution in

overcoming student learning difficulties and working with parents to participate in supervising student learning carried out from home during the Covid-19 pandemic.

## B. SUGGESTIONS

Based on the results of research and discussion, the researcher would like to give some suggestions as follows:

### 1. Suggestion for teacher

Teachers can improve learning methods that can make it easier for students in the process of mastering the material so that students can overcome learning difficulties, including overcoming difficulties in learning to distinguish between noun and pronoun.

### 2. Suggestions for students

Students must study and practice more and learn to manage their time well to improve their ability to master the material, especially noun and pronoun, so that later students was no longer have difficulty learning to distinguish between noun and pronoun.

### 3. Suggestion for other researcher

Other researcher should conduct further research with the same object but different perspectives. Furthermore, it is better not to use online interviews, because we do not know whether the participants really understand the intent of the research questions that have been given.

## BIBLIOGRAPHY

- Amir, M, (2015). *Developing a Research Plan*, Jakarta: Grafindo Persada.
- Abdurrahman, Mulyono. (2017). *Education for Children with Learning Difficulties*. Jakarta: Rineka Cipta.
- Amri Sofan, (2014). *Development & Learning Model in Curriculum 2013*. Jakarta: PT. Librarian Achievements.
- Arikunto, S. (2013). *Research procedure: practical approach*, Jakarta : Rineka Cipta.
- Djamarah, BS (2015). *Learning Psychology*. Jakarta: Rineka Cipta.
- Hadi, Sutrisno, (2017)., *Research Methodology II*. Yogyakarta: Andi Offset.
- <https://globalprestasi.sch.id/gpsblog/8-cara-mengatasi-difficulty-learning-siswa-di-school/>
- Ismail, (2016). *Diagnosis of Students' Learning Difficulties in Active Learning in Schools*, Journal of Education Vol 2, Number 1.
- Indar Ari, (2015). *English Module for Higher Education*. Loksumawe: Unimal Press.
- Irham, Muhammad and Novan Ardy WiARi, (ed). (2015). *Educational Psychology: Theory and Application in the Learning Process*. Jogjakarta: Ar-Ruzz Media
- I Nyonam Muliana (2021) *Solving Problems in English*.
- Maulidah. (2017). *The Influence of Teacher Professionalism on Underdeveloped Learning Achievements at MI Ribath Darud Tauhid*
- Muhammad Irham, Novan Ardy Wiyani, (2015). *Theory and Application of Educational Psychology in the Learning Process*, Yogyakarta: Ar-Ruzz Media
- MI Ribath Darut Tauhid Nambangan Perak Surabaya. *Journal of Islamic Education* / Vol. 6, No. 2, (2017).



- Marrar, Esau. <https://media.neliti.com/media/publications/80469-ID-kata-ganti-dalam-Bahasa-engris-dan-baha.pdf>
- Nini Subini, (2015). *Overcoming Learning Difficulties in Children*, Jogjakarta: Javalentera,
- Sudarto Printing, (2018). *Islamic Education Philosophy*. Yogyakarta: CV Budi Utama
- Supardi, (2014). *Teacher Performance*, Jakarta: PT RajaGrafindo Persada
- Sri Minarti, (2013). *Islamic Education: Theoretical-Philosophical and Applicative-Normative Facts*, Jakarta: Amzah
- Syaiful Bahri Djamarah and Aswan Zein, (2016). *Teaching and Learning Strategy*, Jakarta: PT Rineka Cipta, Cet. 5, p. 102
- Shah Muhibbin, (2017). *Learning Psychology*, Depok: PT Rajagrafindo Persada
- Suaibatul Aslamiah (2020). *Difficulties in Learning English in Educational Perspective*
- Turere,Reginaluciana,(2015).<https://media.neliti.com/media/publications/83038-ID-analysis-kesALAH-pengentuk-pronoun-o.pdf>



**APPENDIX A**  
**RESEARCH INSTRUMENT**  
**INTERVIEW GUIDE**

**INTERVIEW FOR STUDENTS**

1. How do teachers teach noun and pronoun when learning in class?
2. Are you having difficulty learning English?
3. What learning difficulties do you experience when an English teacher teaches noun?
4. What learning difficulties do you experience when an English teacher teaches pronoun?
5. Can you tell the difference between noun and pronoun?
6. Why can't you tell the difference between noun and pronoun?
7. What do you do when you have trouble distinguishing noun and pronoun?
8. What obstacles do you experience in overcoming learning difficulties distinguishing noun and pronoun?
9. What does an English teacher do to help you overcome the difficulty of learning to do noun and pronoun?
10. Does the English teacher give motive in overcoming the learning difficulties you experience?

**INTERVIEW FOR TEACHER**

1. How do you teach noun and pronoun during the learning process?
2. Are students having difficulty learning noun and pronoun Are students having difficulty learning noun and pronoun?
3. Do students have difficulty distinguishing noun and pronoun? ?
4. What obstacles do students experience in overcoming learning difficulties distinguishing noun and pronoun?
5. What do you do to help students who have learning difficulties distinguish between noun and pronoun?



## APPENDIX B

### TRANSCRIPTION

#### First Interview CS (Female)

Conducted on 17th July 2021

R : Hello, Good Morning

CS : Hi, Good Morning

R : Thank you for your time today. Before we move to the 1<sup>st</sup> question, could you introduce yourself?

CS : Okay my name is Citra Salsabila as well right now I am sitting in class VIII A

R : Okay I was interview you about learning difficulties. So I was ask some questions about learning difficulties in differentiating noun and pronoun. How do English teachers teach noun in class?

CS : The English teacher teaches noun with methods that are easy for us to understand, for example by making noun learning videos that are sent to the WhatsApp group so that we can repeat the learning at home

R : Do you have difficulty learning English?

CS : yes, rarely.

R : What learning difficulties do you experience in learning English?

CS : There are several learning difficulties that I experienced in English lessons, including mastering the noun material

R : Do you have difficulty when the teacher teaches Noun?

CS : yes, rarely.

R : What difficulties do you experience in learning noun?

CS : There are some learning difficulties that I experienced in learning noun, including I have not been able to master the types of noun, especially their use in a sentence.

R : Do you have difficulties when the teacher teaches pronoun?

CS : yes, rarely.

R : What difficulties do you experience in learning pronoun?

CS : The difficulty in learning pronoun that I experience is almost the same as the difficulties when I learn noun where I have not been able to master the types of pronoun, especially their use in a sentence

R : What do you do when you have trouble distinguishing between noun and pronoun?

CS : What I do when I have difficulty learning to distinguish between noun and pronoun is to ask the English teacher about easy methods that I can use in learning noun and pronoun so that I can overcome my learning difficulties in distinguishing noun and pronoun.

R : What obstacles do you experience in overcoming difficulties in learning to distinguish between noun and pronoun?

CS : The obstacle that I experienced in overcoming difficulties in learning to distinguish between noun and pronoun was that I had not mastered much English, so I had difficulties in overcoming difficulties in learning to distinguish between noun and pronoun.



## Second Interview DR (Female)

Conducted on 18th July 2021

R : Hello, Good Morning

DR : Hi, Good Morning

R : Thank you for your time today. Before we move to the 1<sup>st</sup> question, could you introduce yourself?

DR : Okay my name is Dinda Rosmalinda as well right now I am sitting in class VIII B

R : Okay I was interview you about learning difficulties. So I was ask some questions about learning difficulties in differentiating noun and pronoun. How do English teachers teach pronoun in class?

DR : Every English lesson we are given learning methods that was be fun so that we can understand English learning as in pronoun material, we are taught how to master pronoun by making stories about families, then we are told to look for pronoun in the description of the stories we tell work on.

R : Do you have difficulty learning English?

DR : yes, rarely.

R : What learning difficulties do you experience in learning English?

DR : There are several learning difficulties that I experienced in English lessons, including mastering the noun material

R : Do you have difficulty learning English?

DR : yeah, Sometimes

R : What learning difficulties do you experience in learning English?

DR : There are several learning difficulties that I experienced in English lessons, including mastering pronoun material

R : Do you have difficulty when the teacher teaches Noun?

DR : yeah, Sometimes

R : What difficulties do you experience in learning noun?



DR : When the teacher teaches noun, I can't fully understand the material given because learning during the pandemic is done online so there are some learning materials that I can't understand

R : Do you have difficulties when the teacher teaches pronoun?

DR : yeah, Sometimes

R : What difficulties do you experience in learning pronoun?

DR : My difficulty when the teacher teaches pronoun is the same as the difficulties I experienced when the teacher taught noun, because I could not understand all the material taught by the teacher including noun and pronoun because learning was carried out online during the Covid-19 pandemic, so there were some learning materials available. I can't understand.

R : Can you tell the difference between a noun and a pronoun?

DR : yeah, but sometimes I can't tell the difference between a noun and a pronoun

R : Why do you sometimes can't tell the difference between a noun and a pronoun?

DR : Sometimes I can't tell the difference between noun and pronoun because I haven't mastered many noun and pronoun in English because my English vocabulary is still lacking.

R : What do you do when you have trouble distinguishing between noun and pronoun?

DR : When I have difficulty distinguishing between noun and pronoun, I ask the teacher for instructions or ask for help from friends who can already distinguish between noun and pronoun so that I was be taught how to distinguish between noun and pronoun.

R : What obstacles do you experience in overcoming difficulties in learning to distinguish between noun and pronoun?

DR : There were several obstacles that I experienced in overcoming difficulties in learning to distinguish between noun and pronoun, one of which was because learning during the Covid-19 pandemic was conducted online, I had problems asking for instructions from an English teacher to overcome learning difficulties.

R : What can English teachers do to help you overcome difficulties in learning to distinguish between noun and pronoun?

DR : The English teacher has tried enough to help us in the learning process, including in overcoming the difficulty of learning to distinguish between noun and pronoun, one of the efforts made by English teachers is to make home visits, because learning during the Covid-19 pandemic is done online, so that during home visits, the English teacher helped me and my friends who had learning difficulties.

R : Do English teachers provide motivation in overcoming learning difficulties?

DR : yes, rarely.

R : What kind of motivation does the English teacher give?

DR : The motivation that the English teacher gives is to always remind us to repeat the lessons we have learned even though the learning during covid-19 is not optimal because the learning is done online and offline.



### Third Interview MAT (Male)

Conducted on 19th July 2021

R : Hello, Good Morning

DR : Hi, Good Morning

R : Thank you for your time today. Before we move to the 1<sup>st</sup> question, could you introduce yourself?

DR : Okay my name is Ahmad Rizki as well right now I am sitting in class VIII C

R : Okay I was interview you about learning difficulties. So I was ask some questions about learning difficulties in differentiating noun and pronoun. How do English teachers teach noun and pronoun in class?

DR : The English teacher teaches noun and pronoun in a pretty good and fun way, apart from explaining the material about noun and pronoun, we are also given the opportunity to discuss and practice in front of the class what we have learned about noun and pronoun.

R : Do you have difficulty learning English?

DR : yeah, sometimes

R : What learning difficulties do you experience in learning English?

DR : When the teacher explains English subject matter such as noun and pronoun, I don't understand because the teacher explains using English. So the teacher sent an explanation video for the new English material so I could understand the ARg material being taught.

R : Do you have difficulty when the teacher teaches Noun?

DR : yeah, sometimes.

R : What difficulties do you experience with ARg in learning noun?

DR : I don't understand the noun material when learning because learning is done in 2 ways, namely online and offline, so that there is an explanation of ARg material done offline, I can't repeat it when learning online because sometimes learning is done only through WhatsApp Group.

R : Do you have difficulty when the teacher teaches pronoun?



DR : yeah, sometimes.

R : What difficulties do you experience in learning pronoun?

DR : The difficulties I experienced in learning pronoun were the same as my difficulties when learning noun, I used pronoun materials when learning because learning was done in 2 ways, namely online and offline, so there was an explanation of the material. What was done offline I couldn't repeat it again during online learning because learning is sometimes done only through WhatsApp Groups.

R : Can you tell the difference between a noun and a pronoun?

DR : I can't tell the difference between a noun and a pronoun.

R : Why can't you tell the difference between a noun and a pronoun?

DR : I can't distinguish between noun and pronoun because when the teacher explains the noun and pronoun material the teacher uses English so I don't really understand the material being explained. I also can't distinguish between noun and pronoun because I have very little English vocabulary.

R : What do you do when you have trouble distinguishing between noun and pronoun?

DR : There are several ways I do when I have difficulty in distinguishing noun and pronoun, including by looking for references from the internet about the difference between noun and pronoun.

R : What obstacles do you experience in overcoming difficulties in learning to distinguish between noun and pronoun?

DR : The obstacle I experienced in overcoming difficulties in learning to distinguish between noun and pronoun was the limited time I had to be able to ask questions or find solutions to teachers and friends to help direct me in overcoming difficulties in learning to distinguish between noun and pronoun.

R : What can an English teacher do to help you overcome difficulties in learning to distinguish between noun and pronoun?

DR : Because learning during the pandemic is done online and offline, so when we have learning difficulties such as distinguishing between noun and pronoun because learning is done online, during offline learning we have the opportunity to ask questions and ask the English teacher for solutions on

how to overcome them. Learning difficulties including learning difficulties to distinguish between noun and pronoun.

R : Do English teachers provide motivation in overcoming learning difficulties?

DR : yes, rarely.

R : What kind of motivation does the English teacher give?

DR : The English teacher provides motivation by always asking for the material we have learned and also the English language teacher communicates with our parents so that we are reminded to always study at home so that we can overcome learning difficulties.



## Interview English Teacher

Conducted on 22th July 2021

R : Hello, Good Morning

IA : Hi, Good Morning

R : Thank you for your time today. Before we move to the 1<sup>st</sup> question, could you introduce yourself?

IA : Okay my name is Ice Aulia, S.Pd.

R : Anda mengajar bahasa inggris di kelas berapa?

IA : Saya mengajar bahasa inggris di kelas VIII

R : Okay Saya akan mewawancarai anda tentang kesulitan belajar yang dialami siswa dalam membedakan noun dan pronoun

IA : Ok

R : Bagaimana anda mengajarkan noun dan pronoun saat pembelajaran di kelas?

IA : Dalam pembelajaran bahasa inggris, saya mengajarkan noun dan pronoun dengan menggunakan metode-metode yang dapat memudahkan siswa untuk memahami materi noun dan pronoun salah satunya dengan membuat video pembelajaran noun dan pronoun yang saya kirimkan ke grup WhatsApp sehingga siswa dapat mempelajarinya di rumah. Selanjutnya saya juga mendesai proses pembelajaran yang mengasikkan dimana siswa dilibatkan secara aktif dalam proses pembelajaran seperti berdiskusi dan praktek di depan kelas tentang materi noun dan pronoun

R : Apakah siswa-siswa memiliki kesulitan belajar noun dan pronoun ?

IA : yeah, rarely.

R : Kesulitan belajar apa siswa alami dalam pembelajaran noun dan pronoun ?

IA : Ada beberapa kesulitan belajar siswa alami pada pelajaran noun dan pronoun diantaranya siswa belum bisa membedakan jenis-jenis noun dan pronoun serta penggunaan nya dalam sebuah kalimat. Kesulitan lain yang dialami siswa dalam pembelajaran noun dan pronoun adalah karena pembelajaran dilakukan dengan daring dan luring selama pandemik Covid-



19 sehingga masih ada beberapa materi yang tidak dipahami siswa karena pembelajaran daring hanya dilakukan melalui WhatsApp group.

R : Apakah siswa yang anda ajarkan bisa membedakan antara noun dan pronoun ?

IA : yeah, tapi kadang-kadang masih ada siswa yang belum bisa membedakan antara noun dan pronoun

R : Kenapa masih ada siswa yang belum bisa membedakan antara noun dan pronoun ?

IA : Siswa yang belum bisa membedakan noun dan pronoun dikarenakan beberapa hal, diantaranya siswa belum sepenuhnya menguasai materi noun dan pronoun seperti jenis-jenis noun dan pronoun, selain itu penguasaan kosa kata bahasa inggris yang masih kurang juga menjadi faktor siswa mengalami kesulitan-kesulitan belajar dalam membedakan noun dan pronoun.

R : Kendala apa yang siswa alami dalam mengatasi kesulitan belajar membedakan antara noun dan pronoun ?

IA : Ada beberapa kendala yang siswa alami dalam mengatasi kesulitan belajar membedakan noun dan pronoun yaitu penguasaan bahasa inggris saya yang belum banyak sehingga siswa mengalami kesulitan dalam mengatasi kesulitan belajar membedakan noun dan pronoun . Selain itu, keterbatasan waktu juga menjadi kendala yang siswa miliki untuk bisa bertanya atau mencari solusi kepada guru dan teman untuk membantu mengarahkan dalam mengatasi kesulitan belajar membedakan antara noun dan pronoun.

R : Apa yang anda lakukan dalam membantu anda mengatasi kesulitan belajar membedakan antara noun dan pronoun ?

IA : Ada beberapa hal yang saya lakukan dalam membantu siswa mengatasi kesulitan belajar membedakan noun dan pronoun, diantaranya adalah dengan membuat video-video pembelajaran yang yang dapat memudahkan siswa dalam mempelajari noun dan pronoun. Selain itu juga, karena pembelajaran selama pandemik Covid-19 dilakukan secara daring dan luring maka saya juga melakukan kunjungan ke rumah siswa untuk melihat sejauh mana perkembangan pembelajaran siswa selama di rumah, serta bekerjasama dengan orang tua siswa dalam mengontrol pembelajaran siswa di rumah.

**APPENDIX C**  
**DOCUMENTATION**



( Interview conducted on 17th July 2021 )



( Interview conducted on 18th July 2021 )





( Interview conducted on 19th July 2021 )

MAJELIS DIKTILITIBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS Keguruan dan Ilmu Pendidikan  
PRODI PENDIDIKAN BAHASA INGGRIS



Nama Mahasiswa : Idris Idrus  
NIM : 105351103616  
Judul Penelitian : ENGLISH TEACHER'S STRATEGY TO OVERCOME STUDENTS LEARNING DIFFICULTIES IN DISTINGUISHING NOLEN AND PRONOUN AT SMP NEGERI 3 WANGI-WANGI SELATAN KABUPATEN WAKATOB

Tanggal Ujian Proposal : 02 Juni 2021  
Tempat/Lokasi Penelitian : Wakatobi, Wangi-wangi Selatan

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	05/07/2021	Membaca Surat Edik Penelitian ke Sekolah	Hosniyati Rusli Sidi	
2	08/07/2021	Pengumpulan dengan guru dan orang tua siswa	Lee Salim Sidi	
3	12/07/2021	Observasi kelas yang akan diteliti	Lee Salim Sidi	



SEKOLAH PASCA SARJANA  
UNIVERSITAS MUHAMMADIYAH  
FAKULTAS KEGURUAN DAN PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

1. 17/07/2021	Interview Siswa	Hasanah Sidiq
2. 18/07/2021	Interview Guru	Hasanah Sidiq
3. 19/07/2021	Interview Siswa	Hasanah Sidiq
4. 02/08/2021	Penyusunan Surat Keterangan Keabsahan	Hasanah Sidiq

Diketahui, 02 Agustus 2021

Kemua Program Studi,  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Makassar



Dr. Umil Kholil Syam, S.Pd., M.Pd.  
NBM 977 807

Penelitian ini telah selesai dilaksanakan



Hasmiati Rasyid, S.Pd.  
NPM 10791026-200601322







**PEMERINTAH KABUPATEN WAKATOBI  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 WANGI - WANGI SELATAN**

Jl. Kihajar Dewantara No. 33 Krt. Mamlati III Kec. Wangi-Wangi Selatan Kab. Wakatobi

**SURAT KETERANGAN**

Nomor : 421.2/ 061 /2021

Yang bertanda tangan di bawah ini kepala SMP Negeri 3 Wangi-wangi Selatan Kec. Wangi-wangi Selatan Kab. Wakatobi, menerangkan bahwa sesungguhnya siswa/siswi :

Nama : Indra Idrus  
Nim : 103351103616  
Universitas : Universitas Muhammadiyah Makassar  
Prodi : Fakultas Keguruan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Keterangan : Telah melakukan penelitian dengan menggunakan instrumen wawancara, soal tes dan dokumentasi

Mahasiswa tersebut benar-benar melaksanakan kegiatan penelitian di SMP Negeri 3 Wangi-wangi Selatan, pada tanggal 10 Juli 2021. Dengan judul penelitian :

**"ENGLISH TEACHER'S STRATEGY TO OVERCOME STUDENTS LEARNING DIFFICULTIES IN DISTINGUISHING NOUN AND PRONOUN AT SMP NEGERI 3 WANGI-WANGI SELATAN KABUPATEN WAKATOBI"**

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Mandati, 10 Agustus 2021

Kepala Sekolah,

SMPN 3

WANGI-WANGI SELATAN

**HASMIATI RASYID, S.Pd**

NIP. 19791026 200502 2 002

## CURRICULUM VITAE



**Indra Idrus** was born in Rote, on February 3, 1997, the second of three children, the son of Mr. "**Idrus H. Nurdin**" and Mrs. "**Jamiyah H Zainudin**". The author started the education level of SD Negeri 2 Kabir in 2004 and finished in 2010, the author continued his education at MTS Negeri Pantar in 2010 and finished in 2013. In the same year the author continued his education to SMA Negeri 1 Wangi-Wangi, three years later successfully completed at the school in 2016. In the same year the author enrolled as a student at the University of Muhammadiyah Makassar. The author is registered as a student on the faculty of Teacher Training and Education with Majoring English Education. With patience, hard work and with the permission of Allah SWT and the support and wishes of both parents, relatives, family, and friends of the author ended the lecture with the title thesis: "**English Teacher's Strategy To Overcome Students Learning Difficulties In Distinguishing Noun And Pronoun At SMP Negeri 3 Wangi-Wangi Selatan Kabupaten Wakatobi.**"